ween the national capital and the major metropolitan cities of Calcutta and Bombay.

Report of National Commission on Women

1003. PROF. SOURENDRA BHATTACHARJEE: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government's attention has been drawn to the report of the National Commission on Self-employed women and women in informal sector recommending the earmarking of 30 per cent of the Development Fund, for antipovery schemes for women and the setting up of a separate credit financing institution for women; and

(b) if so, what steps are proposed to be taken to implement the recommendations?

THE MINISTER OF STATE IN THE DEPARTMENTS OF YOUTH AFFAIRS AND SPORTS AND WOMEN AND CHILD DEVELOPMENT IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI MARGARET ALVA): (a) The Commission recommended the need for setting up an exclusive credit body for poor and self-employed women, which should be effectively linked with voluntary agencies.

(b) The report is still under examination.

Withholding of results of 1200 Students of 12th Class by C.B.S.E.

1004. SHRI SURESH KALMADI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the results of about 1200 students of 12th class C.B.S.E. Examination were withheld by the authorities on the day results were announced without giving proper reasons to the students;

(b) if so, reasons for delay and for giving insufficient information to the students and parents; and

(c) in what manner the list of toppers and the percentage of successful candidates were finalised in the absence of these results?

THE MINISTER OF STATE IN THE DEPARTMENT OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI L. P. SHAHI): (a) Out of 53456 candidates who appeared in the All India Senior School Examination, 1988, the results of 1906 candidates were not declared on 16th May, 1988 when the main result was declared.

(b) The following are the reasons for the results of 1906 students being declared late:

(i) Non-availability of data from examination centres and evaluation centres;

(ii) Change of centre by several candidates;

(iii) Awaiting complete details in respect of these 1906 candidates would have caused inconvenience for the large majority of students whose results were ready.

(c) Since the results were withheld in respect of a small percentage of students, this did not affect significantly the overall pass percentage as also the list of toppers in the different subjects.

Corruption in Anganwadi Centres in Orissa

1005. SHRI GURUDAS DAS GUPTA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government's attention has been drawn to a news item which appeared in 'the Indian Express' dated 8th July, 1988 under the caption "Anganwadi Centres Cesspools of corruption", regarding the administration of ICDS Anganwadis in Orissa;

(b) if so, what are the details thereof and action taken thereon by Government in the matter;

(c) whether Government are aware of similar allegations against Anganwadi centres in other States also; and

(d) if so, what measures are proposed to be taken to prevent corrupt practices in such centres and to make the programme really purposeful and beneficial to the concerned?

THE MINISTER OF STATE IN THE DEPARTMENTS OF YOUTH AFFAIRS AND SPORTS AND WOMEN AND CHILD DEVELOPMENT IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI MARGARET ALVA): (a) Yes, Sir.

(b) The news item has alleged corruption in the appointment of certain functionaries and misappropriation of food supplied in certain Integrated Child Development Services (ICDS) projects in Orissa.

The ICDS Scheme is administered through the State Governments/U.T. Administrations. All selections and appointments of ICDS functionaries, including Anganwadi workers and helpers, and arrangements for delivery of supplementary nutrition, are made by the State Governments themselves. It is for the State Governments to issue detailed instructions in this regard and to ensure their strict compliance. The Government of India has, on its part, issued instructions and guidelines for the proper implementation of the ICDS Programme to all the States, including Orissa. In the news item itself, it has been reported that the matter had been raised, and answered, in the Orissa Legislative Assembly.

(c) and (d) For ICDS projects sanctioned upto 31-3-1988, 1.85 lakh Anganwadi Centres have been sanctioned Sporadic allegations do appear about the functioning of Anganwadi Centres. All such allegations, whenever they come to the notice of the Government, are referred to the concerned State Governments for detailed investigation and remedial action.

पाठ्य पुस्तकों से विकृत ऐतिहासिक तथ्यों का निकाला जाना

1006. **श्री मोर्जा इर्शादबेग** : क्या मानव संसाधन विकास मंत्री यह बताने की कृपा करेंगे कि :

(क) नई शिक्षा नीति के अधीन पाठ्य पुस्तकों में से विकृत ऐतिहासिक तथ्यों के निकाले जाने, ऐसी पाठ्य पुस्तकें तैयार करने जिनसे युवा पीढ़ी को देश के स्वतन्त्रता संघर्ष के इतिहास से अवगत कराया जाय ताकि देश की एकता को और अधिक मजबूत बनाया जा सके, के संबंध में क्या प्रगति हुई है ; और

(ख) इस प्रयोजन के लिये तैयार की गई विभिन्न योजनाओं का ब्यौरा क्या है ?

मानव संसाधन विकास मंत्रालय में शिक्षा और संस्कृति विभागों में राज्य मंत्री (श्री एल० पी० साही) : (क) भारत सरकार ने 1981 में राष्ट्रीय एकता की दृष्टि से स्कूली पाठ्य पुस्तकों के मूल्यांकन का एक कार्यक्रम आरम्भ किया था। इस कार्यक्रम को छात्रों में राष्ट्रीय एकता की भावना को बढ़ावा देने की दृष्टि से और ऐसी सामग्रियों और दृष्टिकोणों का पता लगाने और उन्हें समाप्त करने के लिये रा०शै०अ० तथा प्र० परि० के माध्यम से विकेन्द्रीकृत आधार पर आरम्भ किया गया था, जो प्रत्यक्ष अथवा परोक्ष रूप से छूआ-छूत, रंगभेद, क्षेत्रीयता, जातिवाद, साम्प्रदाय वाद आदि की भावना को बनाये रखते हैं। राज्यों में शैक्षिणिक प्राधिकारियों ने पाठ्य पुस्तकों का रा० शै०अ० तथा प्र परि० द्वारा तैयार की गई मार्गदर्शी रूपरेखाओं के आधार पर मूल्यांकन करवाया था। यह समीक्षा इतिहास तथा भाषाई पाठ्य पुस्तकों से ही संबंधित थी। इस समीक्षा को पूरा करने के बाद राज्यों को यह सलाह दी गई है कि वे पुस्तक को पूर्व-तैयारी के स्तर पर ही समीक्षा तन्त्र का निर्माण करें। स्वतन्त्रता संग्राम के इतिहास को, जो कोर पाठ्यचर्या का एक महत्वपूर्ण अंग है, रा.शै.अन.प्र.परि. की नई पाठ्य पुस्तकों को पूरा करने तरह शामिल कर दिया गया है और राज्य एजेंसियों से भी इसी प्रकार से इसे अपनी पाठ्य पुस्तकों में शामिल करने की आशा की जाती है।